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ABSTRACT

The restructuring of teacher education programs must involve a collaboration between members of college faculties involved in producing educational knowledge and those who use the knowledge to train teachers. The restructuring also involves: (1) extending the teacher training period to a minimum of five years; (2) better integration of the academic and clinical aspects of training; (3) increasing the status and role of excellent practitioners who supervise student teaching; and (4) creating new graduate degrees commensurate with the increased rigor of a truly "professional" program. This paper establishes the historical context for this change as well as the rationale and necessary preconditions. It also proposes three structural models for teacher education programs in the 1990s. (Author/JD)

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Teacher Education in the '90s: A Working Paper

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AEL Occasional Paper 016

Appalachia Educational Laboratory

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Teacher Education in the '90s: A Working Paper

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November 1984

Educational Services Office
Appalachia Educational Laboratory
Charleston, West Virginia 25325

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ABSTRACT

After four decades of struggle to provide comprehensive education to all American children, the nation is now moving toward improving the quality of that education. The movement to improve schools necessitates the restructuring of current teacher training programs, so that these programs can guide this movement.

The restructuring of teacher education programs must involve a collaboration between members of college faculties involved in producing educational knowledge and those who use the knowledge to train teachers. The restructuring also involves: extending the teacher training period to a minimum of five years; better integrating the academic and clinical aspects of training; increasing the status and role of excellent practitioners who supervise student-teaching; and creating new graduate degrees commensurate with the increased rigor of a truly "professional" program.

This paper establishes the historical context for this change as well as the rationale and necessary preconditions. It also proposes three structural models for teacher education programs in the '90s.

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WGM

INTRODUCTION

The historical development of American teacher education over the past 50 years or so has been characterized by efforts to evolve from a craft to a profession. This process of growth has taken place despite demands for a larger work force, dramatic changes in cultural values, and accelerated growth in government.

Until about 1930, the training of teachers was generally superficial. Teachers' "institutes," usually on a county level were prominent, and state authorities issued teachers' certificates without requiring extensive preparation. Certainly by the 1930s and earlier, there were a great many persons employed in teaching who were college-trained. In fact, some licensure rules required at least two years of collegiate preparation. Yet, as indicated, the requirements for licensure were far from uniform, even within given states. If persons were available and willing to teach, they could easily become certified.

At about this time a number of events and circumstances helped to create a need for school teachers. For example, the decision in the "Kalamazoo case" legalized the use of public revenues for support of high schools which increased the number of schools, even outside the larger towns and cities. This also greatly increased the need for trained teachers.

Normal schools emerged to provide teachers for the growing number of schools. Normal schools subsequently became full-fledged teachers' colleges. These institutions proliferated during the 1920s and became a major force not only in the training of teachers, but in shaping school policies and practices. Interestingly, the depression years contributed to the increased status of teachers and to the perception of teaching as a secure and

reasonably attractive career. Because of widespread unemployment, more males entered the field, and more teachers became generally better qualified.

Nevertheless, by the war years, significant shortages of qualified teachers became a severe problem. Previous gains in upgrading teacher certification standards were lost as emergency certificates and softer standards became commonplace. This situation continued into the postwar years when all aspects of American education were caught up in a frenzy of shortages involving teachers, classrooms, equipment, and money. In the face of these massive catch-up problems, however, teacher education was moving away, albeit somewhat unevenly, from the craft mentality that had characterized its earlier years. Teacher colleges were a major force in this transition.

The major comprehensive universities were also very involved in teacher education during these same years. They produced large numbers of teachers, and they were better able to develop strong graduate programs in education than were the smaller colleges. Universities provided the bulk of faculties for teachers' colleges, as well as leadership in research about education and educational practice. To a large extent, this pattern has prevailed.

After the war years, society expected single-purpose teachers' colleges to meet the postwar demand for diversified, highly-trained manpower. So they became more diversified institutions. Many of these institutions became general-purpose state colleges, and not a few evolved into very large comprehensive state universities. To this day, these institutions represent the largest producers of teachers.

During the 1950s and 1960s there also emerged a number of unique teacher education program options. Some survived, some did not. For example, there was a surge of interest in programs that incorporated a heavy emphasis on liberal arts content areas at the postbaccalaureate level. Typically referred

to as "Master of Arts in Teaching" (M.A.T.) programs, they faded out for a variety of reasons. Many of the people who pursued M.A.T.s discovered that they wanted to go on for doctorates or work in higher education.

In the wake of "Cold War" competition with the Soviet Union, the public expressed concern about the quality of mathematics and science education. This resulted in a number of special patterns of teacher education in those fields.

Finally, the preoccupation with a whole range of social initiatives during the 1960s provoked much activity in a number of categorical programs ranging from early education innovations ("Head Start," for example) to programs targeted toward particular demographic elements. Among the latter, a notable effort was the "Teacher Corps" program. The Teacher Corps activities had a remarkable impact on general teacher education. However, the final nature of that influence will not be truly appreciated for many years.

In these years there were many changes within the content and process of academic teacher education, but because these changes developed within the well-established context of a four-year program, few of them generated public excitement. There were, however, some important events and accomplishments. One example was an effort known as the "TTT" (or triple T) program which stood for the "Trainers of Teacher Trainers." Established in 1968, it was one of the most ambitious federal support programs in our history, and at one time or another involved 58 institutions in 24 states. During the five years it lasted, it distributed some 40 million dollars in funds. Though this program fell short of what was hoped for, in retrospect it is possible to see the enormous ground work it laid for nearly all aspects of what we currently think constitutes effective teaching. The problems that contributed to the

short life of the "TTT" program, and to what some observers consider its ultimate failure, were largely due to its having lacked an overall operational and managerial strategy rather than being due to its having lacked a conceptual mission. In any case, the history of this effort is instructive in many ways. It demonstrates some of the difficulties in generating teacher-education reform in the absence of major structural rearrangement (Provus, 1975).

Yet, given all the activity that has transpired--and it has been remarkably substantial--the overall structure of teacher education is little changed. One still pursues a baccalaureate degree following an approved curriculum that leads to certification by the state. This is not to say the process and content of teacher education itself is little changed--nothing could be further from the truth. There has been a great accumulation of pedagogical knowledge over the past several decades. There exists, however, a popular and unfortunate myth that all education courses are trivial or "Mickey Mouse," and that these courses reflect an over-large proportion of the total collegiate program. These and other popular misconceptions about the essence of teacher education merely reflect the extent to which it has become academically obscure.

But by the same token, it would be imprudent to suggest that teacher education is not in need of significant reform. In fact, it has not produced the kind of effective professionals that the long struggle over the past 50 years held the promise of delivering. At best, teaching can be characterized in these times as being only a semi-profession. Persons who are members of semi-professions have been described in this way:

> Their training is shorter; their status is less legitimated; their right to privileged communication less established; there is less of a specialized body of knowledge, and they have less; autonomy from supervision or societal control than "the" professions (Etzioni, 1969).

THE IDEA OF A NEW ACADEMIC STRUCTURE

On the basis of the foregoing brief discussion, the purposes of this paper are: (1) to provide a rationale for the restructuring of the academic pattern by which prospective teachers are prepared, (2) to review some of the conditions that give some direction to that rationale, and (3) to discuss the more predictable concerns that the rationale will provoke. In pursuing these purposes, several assumptions are inherent to the rationale and will require elaboration. These assumptions are:

(1) There is now the critical mass of information, commitment, conviction, and circumstances necessary to effect significant restructuring of the teacher-education curriculum.

(2) Truly effective and lasting reform in the academic component will necessitate the integration of all pertinent aspects of the preparation of education personnel from teachers to administrators. Those activities clearly related to practice and "clinicality," as well as those related to research and development, will need to be more tightly linked with a self-contained academic program.

(3) There must continue to be more responsibility and accountability for important phases of prepractice training placed with those active and experienced teachers who are acknowledged as being well above the average of their peers.

(4) The period of teacher training must be extended, and the academic credential awarded to graduates must be commensurate with the time and effort expended. This assumption implies, also, that the number of institutions now preparing teachers will be significantly reduced.

And, finally:

(5) Respect, esteem, and ample remuneration for those who engage in the practice of teaching must be re-earned through completion of excellent, exemplary programs. And such programs must take their chances in a relatively free market.

In the following comments, these assumptions will be expanded.

The Critical Mass

The idea of a "critical mass" as an essential element in the major restructuring of teacher education is acknowledged as a very inexact theoretical analogy. In nuclear physics, the reference is to the amount of radioactive material necessary to sustain a chain reaction at a constant rate. Used here, the idea is a simple one--that there is currently in progress a kind of chain reaction that is irrevocably changing academic teacher education. But unlike the rate of a physical chain reaction, the rate of this reaction is far from constant.

There is a considerable body of empirical evidence that supports the idea that social systems tend toward equilibrium. Kurt Lewin, who devoted a lifetime to the scholarly analysis of social behavior, observed that "A change toward a higher level of group performance is frequently short-lived; after a 'shot in the arm,' group life soon returns to the previous level" (Lewin, 1947). It is very difficult, therefore, for truly significant and progressive restructuring to occur. Such changes tend to create too many displacements of established status identities. Teacher education is a good example, as David Clark recently pointed out:

> The charm that teacher education held earlier in this century as the route to the professions for the common person has become its fatal weakness. It is easily accessible in every sense of that term: geographically proximate to the consumer, easy to enter, short in duration, optimally convenient to the remainder of the college student's academic program, easy to complete, inexpensive, non-exclusive (i.e., does not rule out other career options), and, until very recently almost certain to result in placement in a secure, respectable professional situation. Teacher education has become everyman (Clark, 1984).

One might want to argue, of course, that even such a modest expectation of professional preparation is still no small achievement for a field with manpower needs based on a massive national system of compulsory schools.

And there is a body of sophisticated opinion which holds that with such massive systems, change is almost always linear and cumulative rather than even mildly cataclysmic. Thus, the truth of Clark's observation merely reinforces the extent to which significant restructuring is so inconveniently problematic.

Yet, all of that notwithstanding, it is the view here that there will be significant academic restructuring and that important dimensions of its shape and nature are already well-defined. It is not of particular importance to be concerned as to whether the emerging pattern is linear or abruptly divergent; more to the point, there is a growing and responsible recognition that things must indeed be much different.

There are, thus, a number of elements that, taken together, constitute the nature of the critical mass:

- The leadership in teacher education has recognized that conventional patterns and processes are inadequate (and this predated the recent explosion of public concern about educational quality).
- Important work has been done that has operationally defined in much detail the nature of the "knowledge base" for teacher education.
- More systematic definitions of the competencies required of beginning teachers have been developed.
- The structure, process, and governance of teacher education have undergone a comprehensive analysis.
- Impressive research has described the nature and process of effective teaching.
- Important statements have been published on the issues related to lengthening the "life space" of preservice preparation, including one notable monograph advocating and defining a "school of pedagogy."*

*For example, see R. B. Howsam, et al, Educating A Profession, Bicentennial Commission Report of American Association of Colleges for Teacher Education (AACTE), 1976; Dale Scannell, et al, Profile of a Beginning Teacher, AACTE 1982; W. G. Monahan, et al, Extended Programs in Teacher Education, AACTE 1983; David Smith (ed), Essential Knowledge for Beginning Teachers, AACTE 1983; and B. Othaniel Smith, A Design for a School of Pedagogy.

In addition to the extensive and diverse scholarly work devoted to the teaching activity itself, there also has been much thoughtful analytical study of the status and quality of teachers and teaching. Work by Weaver (1979), Schlechty and Vance (1982), and Daly (1983), to cite just three examples, examined the quality of the current teaching force in light of future needs. Such studies as these documented the existing weaknesses in the current cadre of classroom teachers and, therefore by implication, their collegiate training. The studies also provided important indicators for the formulation of a variety of policy imperatives related to those concerns. In nearly all major statements, the teacher education establishment--certainly the AACTE Commissions and Task Forces--expresses the position that quality must be elevated and reform implemented. Since the AACTE represents a broad range of 700 institutions, it seems clear that the status quo is no longer very firm.

Finally, the more important elements in the critical mass are the 1983-84 national and regional reports dealing with the quality of American education. The most heralded of these statements, A Nation At Risk, was the report of Secretary Terrell Bell's National Commission on Excellence (1983). But there were at least ten other major reports that captured much public attention. In most of these reports, teacher education was not addressed directly. An important exception was the work of the Southern Regional Education Board's (SREB) "Task Force on Higher Education and the Schools." Appointed in 1980 by Governor Graham of Florida (Chairman of SREB at that time), the Task Force issued its first report in late spring 1981, with another final report in 1983. It was the 1981 SREB report, "The Need for Quality in the South," that stirred the most reaction. The reaction of the academic teacher education community, especially in the South, was somewhat defensive, as might be expected. In

retrospect, compared with other reports on the decline in educational quality that appeared later, SREB seems much less caustic. The SREB work was important not because its recommendations were specifically acted upon--some were, most were not--but because this effort powerfully stimulated an already developing mood for reform in many southern states and catalyzed accelerated activity throughout the region. The widely disseminated 1981 report precipitated much interest and some action elsewhere in the nation. This report supported initiatives for educational reform in such states as Mississippi, Tennessee, and Florida, and education became a major policy issue for governors in those states and in others.

By the end of 1983 nearly all states had identified educational reform as their highest priority; some produced their own reports and analyses on educational needs. Almost every major report at this time was critical of the quality of teaching and--at least by implication--of teacher education. SREB was more specific in this regard. Its reports called for more flexibility in certification processes and also--despite vigorous debate within its Task Force--called for liberalizing access to licensure by arts and sciences graduates who had not completed traditional, "professional" education curricula in colleges and universities. The emphasis in this case was on the growing shortage of teachers in mathematics and science.

The majority opinion in the Task Force was generally critical of teacher education programs in schools, colleges, and departments of education (SCDE's). However, there was and still remains a surprising lack of accurate information about the nature and extent of teacher education curriculum in most SCDE's. For example, many people think that education methods courses account for a far greater proportion of the undergraduate work than is the case, and they think

most education courses are of low quality and contribute nothing much to pedagogical competence. Such myths reinforce an old half-truth: that knowing what is more important than knowing how. A comment made in response to this popular conviction was expressed in SREB Task Force meetings by a state superintendent of schools. The superintendent said he had never seen a teacher fail for lack of "content" knowledge. Teachers fail, he asserted, because they don't know how to teach. In a sense, that point of view reflects the other half of the truth. The "whole" truth is more likely to be found in the common sense conclusion that contemporary teacher preparation simply must require both: substantial immersion in subject matter and pedagogy. The issues then become how to integrate these two sets of knowledge; and deciding how much of each to teach, and of what quality.

Over the past several decades collegiate teacher education programs have had to respond to public mandates for the dramatically changing role of schools. These programs have been required to carry out such mandates in a curriculum that is still constrained by a baccalaureate time span. As cultural values change, schools are expected to meet the needs of all students, not just the able and advantaged ones.

Certainly, the simple idea that secondary schools are "high" has not been the case since before World War II. Then a high school diploma was an indication of a fairly rigorous academic achievement. But at that time the "high school" was not accessible to large numbers of youth. Yet, there remains a curious nostalgia on the part of a great many people (even in the face of an acknowledged significant change in the cultural mission of schooling) that high schools ought still to be like they were: places where young people go to be challenged by a relatively classic academic curriculum in order to gain proper preconditioning for upward social mobility.

Schooling is the most omnipresent experience that all Americans share, and it is probably a characteristic of human nature for us to romanticize our recollections of it with much more generosity than it deserves. That is what Mr. Will Rogers was getting at when he observed that "Schools aren't as good as they used to be--but then, they never were." Somehow, the snow that we had to walk through was always deeper, the hardships we faced more heroic, the discipline more righteous and effective, and the intellectual challenges more rigorous and rewarding. The contemporary preoccupation with the deteriorated quality of American education is due to the American privileged class's refusal to accept the fact that for too many of today's youth, this more positive and constructive myth is just not possible. We are already beginning to realize that reinfusing the massive system of public schools with excellence, while at the same time sustaining the commitment to equality and accessibility that has been its guiding mission for the past thirty years, is indeed a most complex and mighty task. Thus, there simply must be a massive effort for change and the whole of the system must be reconstructed.

Probably, this is the most vital element of the critical mass: a general conviction that change is needed, along with a commitment to bring about that change. Therefore, there is now an emerging national agenda for education, and within that, an irrepressible mandate for the restructuring of teacher education. The immense challenge is to develop programs that prepare professional teachers who know how best to provide excellence and, at the same time, how best to release the potential of all those many young people for whom public schooling is indeed their best "shot" at the good life. Such a program will require much more than merely a patchwork of building some graduate work on some undergraduate work. It will require a thoughtfully constructed and

workable design that includes an integrated program of studies within an academically professional context. It is another thesis of this paper that not very many institutions will be able to do it and of those who could, not very many will. It will demand not only changes in organizational structure and pattern but, more importantly, changes in leadership conviction.

The Integration of Academic Training

There are a number of impressive examples of redesigned collegiate teacher-education programs already functioning in various parts of the country. Some of these programs, like the ones at Austin College in Sherman, Texas, and at the University of New Hampshire, have been operating for a number of years and have established the fact that it can be done in rather small institutions. Others, like those at the University of Kansas and the University of Florida (large, complex, research-based, public institutions), are of more recent origin. And some, like the program now being shaped at Memphis State University, are planned for the class entering in 1985.

All of these are "extended programs"--that is, they involve a period of overall study that goes beyond the traditional four-year period. Based on an informal study of such programs conducted under the auspices of the AACTE, it was found that, while similar in many ways, these programs were far from being alike (Monahan, 1983). Some of these programs result in a five-year baccalaureate degree; others in a master's degree. All of them require a longer "internship" or student teaching experience (typically, one full school year), and all of them also place more responsibility on the classroom teacher who supervises the on-the-job experiences of the trainee. Such programs vary greatly in the ways that content areas are designed and in the nature of the curricula that are followed.

The Memphis State program, for example, requires an undergraduate liberal arts degree or the equivalent for entry, and its pedagogical component is designed with an intensive summer session followed by a full academic year of internship, plus another intensive summer after that. The Florida program, known as "Proteach," integrates all academic and clinical experiences across a full five years. It is the result of almost two years of intensive faculty and practitioner planning that involved a total university commitment. The program leads ultimately to the M.A. degree but provides for the awarding of the bachelor's degree at the appropriate time in the program whereby one has completed such requirements. Florida's initial program plan provides for three "areas" of certification--secondary, elementary, and special education.

At the University of Kansas, on the other hand, the bachelor's degree is awarded at the end of approximately four years as is traditional, but the student is not recommended for "certification" until the end of the fifth year. At Memphis State, the program is quite clearly influenced by the simple fact that the state has statutorily enacted a "Master Teacher" plan, and in order for it to be successful over time, programs for teacher preparation must make changes that are congruent with that legislation. As was pointed out by Dean Corrigan (Dean of the College of Education at Texas A & M University and the only teacher educator appointed to the Texas Governor's Commission on Educational Reform), "...anyone who doesn't think that these master-teacher programs and career-ladder programs being installed by states and school districts isn't teacher education and who continue to believe that teacher preparation can only be carried out in colleges and universities is very badly mistaken" (Corrigan, 1984).

It is a thesis of this paper that such programs as these, or variations of them, are going to be the prototypes of the most reputable collegiate teacher education programs in the 1990s. By the same token, these programs and any others that come into existence must confront another reality--that there are going to be alternatives to initial teacher certification that may not require candidates to have any collegiate teacher education. To a large extent that is indeed the pattern now being debated in New Jersey, for one example.

In any case, any redesigned teacher education curriculum will confront some difficult problems. Not the least of these are problems that are endemic to colleges and universities themselves, and to traditional views of teacher education held by those who typically make up education faculties. Such redesigns must find ways for intergrating the "clinical" components of education programs with education personnel-training programs that are typically offered only at graduate levels (e.g., administration and special instructional services areas), and with those more esoteric activities typically associated with research and experimentation. It is with reference to some of these particular issues that the following comments are directed.

The Undergraduate/Graduate Dilemma

When questions arise in discussions about the "extended program" concept in teacher education--that is, developing programs that go beyond the typical four-year pattern--there are two kinds of conventional presumptions that dominate most thought. The first is that such programs are not possible except at the postbaccalaureate level--that awarding a master's degree is required. The second presumption holds that the nature of the "job" market for teachers is such that one cannot expect a person to submit to a longer training period for no more remunerative return than is presently likely.

To those who have advocated the "extended program" ideas, these are familiar arguments. Clearly, any proposed program of study that exceeds four years creates some anxiety when one remembers that of the more than 1,300 places now offering some kind of collegiate teacher education, the overwhelming majority do not offer any graduate degrees. Personnel in such institutions are threatened because they see this pattern as a potential tactic for significantly reducing the number of institutions in the "business" of teacher preparation and, thus, eliminating their own institution's potential for a piece of the action.

Beyond question, this fear is a reasonable one, for surely most halfway informed people would argue that the number of places producing teachers must be reduced. Sheer numbers alone would dictate that view. There is some empirical evidence that too many of those institutions preparing teachers are not good enough at it--that they cannot possibly be doing a good job when several criteria for quality reflect overall institutional weakness (see, e.g., Feistritzer, 1984). A fundamental criterion in most analyses of program quality has to do with the extent to which the faculty involved demonstrate their own scholarship and expertise. One such measure is the number of published statements--journal articles, books, and so forth--by such a faculty. A study by Clark and Guba, using this measure, found that very few collegiate teacher education programs fared well (Clark and Guba, 1980). Another measure that builds in several kinds of quality-indicators, considers the nature of program accreditation status. Again, in the case of the more than 1,300 institutions involved in some kind of teacher education, only about 500 of them are accredited by the National Council for the Accreditation of Teacher Education (NCATE). Barely half of them are members of the American Association of

Colleges for Teacher Education (AACTE) which is the major professional organization related to teacher education.

Yet, despite the compelling logic that the better programs ought to be the ones where the faculty are productively engaged in getting their ideas and their experiences into the professional literature, there is still no conclusive evidence about which type of institution produces the best teachers. Moreover, there is also a body of empirical work from sociologists that suggests it might not matter where or how a potential teacher is initially prepared, since the organizations where they begin teaching turn out to be more important in shaping their teaching styles and behaviors. In other words, the school systems they enter tend to "socialize" and "enculturate" them according to the systems' own unique organizational correlates (Corwin, 1965). Some of this work has found its way into the "effective schools" movement of the past several years and targets the leadership environment of the school as the key to success. In addition, there is little argument that in those schools where there is a thoughtful "induction" plan in place for all novice teachers, all such teachers regardless of training and talent tend to function more effectively. Certainly this, too, is a manifestation of enlightened leadership. There can be no question, though, that in too many schools, the socialization process decrees assignment of the beginning teacher to more than their share of the "trash-heap" jobs.

Nevertheless, the fact surely remains that most beginning teachers need to be and can be better prepared. The most notable current conviction is that a longer student-teaching or internship experience is the surest way to improvement. Proponents of this view say that if a program can manage nothing but the extension of the student-teaching experience--even at the expense of other aspects of the preparation program--improvement will surely occur.

There are lots of things wrong with this naive conviction not least of which is that if the extended internship comes at the expense of other content in the knowledge base of teaching, it may be too much, too late. At least one intelligent way to approach this problem is to develop a more integrated program design that builds in not only the longer internship, but also provides an adequate fundamental knowledge base before the internship. In the final portion of this paper, such a program will be described. At this point, the notion of integration itself needs to be considered.

In the years since the end of World War II, there has been a proliferation in academic teacher education programs. To a large extent this has been the case because of the increasing demand for teachers during the first 20 years after the war, and because conventional notions presumed teacher education programs could be initiated at low cost. Consequently, these programs have suffered from real weaknesses.

Another factor that has caused weakness in these programs has been their assignment to one side of the traditional collegiate partition between undergraduate and graduate programs. The argument as to whether teacher preparation ought to be an undergraduate or a graduate responsibility is an old one, and much of that argument has been rooted in philosophical interests on the one hand and operational ones on the other. The Rev. Charles F. Donovan provided an eloquent testimonial on behalf of the "undergraduateness" of teacher education in the AACTE's Hunt Lecture at its 1967 annual convention. At that time, he was Senior Vice President and Dean of Faculties at Boston College where he had also served as dean of its school of education. Some of Father Donovan's comments in that lecture almost 17 years ago may be even more cogent today.

> Many of the same people who said twenty years ago that all a teacher needed was a liberal arts education are now saying that the only

> respectable path to a teaching career is a four year liberal arts program plus a fifth year of professional education and experience. We need not quarrel about the number of years. Soon we may be defending the proposition that a person is not ready to teach until seven years after secondary school. I distinguish here between the time it takes to prepare a teacher, which is not my present question, and the appropriate time for beginning teacher preparation. I reject what is for some the dogma that the first four years of higher education must be "undiluted" liberal arts, that not until the future teacher is twenty-two years old should he study a child or consider the process of schooling or think of his profession (Donovan, 1967).

This point of view is clearly counter to that of some scholars today who hold that the "undergraduateness" of teacher education is the source of it debilitation. Kerr has observed that the undergraduate environment is not only inhospitable to teacher education, it is hostile (Kerr, 1983). And others have argued that so long as teacher education is perceived as undergraduate in nature, it will have to compete on the same basis of funding as low-cost undergraduate general education (Pesseau, 1982; Clark, 1984). Such views are not inaccurate insofar as they go, but these two points of view address different aspects of the problem of the "undergraduateness" of teacher education. Donovan's conviction is that involvement with teacher education at the undergraduate age level is vital; the other opinion is that it is the assignment of teacher education to the undergraduate level that is debilitating. The latter view feels that only through the elevation of teacher education to "graduate" status will there be enlightened progress and elimination of weak programs. These latter critics acknowledge that the four-year colleges can ill afford costly graduate programs, but that such elevated status would imbue teacher education with the more accepted mores of productive academic practice that is characteristic of the graduate tradition: scholarship, publishing, research, and rigorous standards.

It is unarguably true that the undergraduate/graduate dichotomy with reference to academic teacher education is a source of some of its most significant problems. Those like Father Donovan who argue that young persons interested in teaching careers need to gain some important orientation and "feeling" for the field early in their collegiate experiences have impressive logic on their side. In recent years, there has even been pressure placed on directors of teacher education in SCDE's to require earlier "hands-on" experiences in real classrooms for students in teacher education. Traditionally, students don't have this opportunity until the student-teaching internship, which occurs near the end of their program of studies. As a consequence of this pressure, most programs have incorporated some kind of practical exposure to the "real world" of teaching as a part of the foundations of education. However, the complexity of developing truly effective "early experiences" necessitates the dedication of more resources than are typically available. And so, such early experiences are often not very well orchestrated. Thus, the issue is not whether or not it is a good idea to have early teaching experiences in a college program; the issue is rather that such attempts are frequently superficial or possibly even counterproductive, due to the inadequacy of resources for teacher education. Critics like Kern and Clark, and fiscal analysts like Orr and Pesseau, hold that this inadequacy of resources is due to teacher education being organizationally <u>fixed</u> in the same way as other undergraduate social sciences. Teacher education's clinical needs at all levels (including the student-teaching phase) are therefore drastically underfunded. Again, there can be little argument with the facts of the matter in both cases. Donovan is correct--those interested in teacher education as a career should not be expected to wait until they have reached the age of

graduate status to become involved with the content of their potential career fields. Those who criticize the traditional funding patterns are equally correct--so long as teacher education is fiscally and budgetarily classified as "undergraduate," it must come under the same rubrics of academic fiscal measures as any other undergraduate discipline. These fiscal measures also include different formulae for "lower division" and "upper division" undergraduate programs. Consequently, teacher education is presumed to be undergraduate in the worst sense of that idea.

But to suggest that the best way to solve this curious problem is to elevate teacher education exclusively to graduate status tends to solve only some of its problems and, in the process, create several others as bad or worse. The important problem lies in the fact that academic programs aimed at the preparation of professional teachers have never seemed to be able to establish themselves as "professional" programs.

In this regard, the situation of "the" professions--law and medicine--is instructive. One never hears faculty in such areas refer to "undergraduate law" or to "undergraduate medicine"; the reference (if it is framed at all) is to "legal education" and to "medical education." There is no explicit requirement that an applicant for admission to such programs must already own an undergraduate degree in the liberal arts or anything else. However, applicants are selected on the basis of undergraduate work simply because there are more people wanting "in" than there are slots available. There is always a clear understanding of what kinds of courses and curricula are more propitious to successful admission, and interested students clearly understand this. Yet, in the final analysis, these are not graduate programs in anything like the sense that most education critics and scholars think of them. On the contrary, they

are "professional," and that is the way they are perceived, budgeted, and provided for.

The issue in most of these discussions about whether education personnel development ought to be "undergraduate" or "graduate" is related to some important but unexamined epistemological attitudes held by academic scholars themselves. In the graduate schools of education the assumption is (following the traditional liberal arts model) that one is legitimized by studying about education and educational practice. Consequently, it would be damaging to one's academic status in the higher reaches of the academy to be too intimately associated with the field of practice (especially a field that is increasingly held in such low esteem). It is precisely this state of affairs which prompted the following provocative observation on the fragmentation of professional identities among educationists. Corrigan recently pointed out that not only do education professors not think of themselves as being in the same profession as second-grade teachers, but that many of the former gain some recognition by writing articles critical of the latter (Corrigan, 1984).

It is perfectly acceptable in graduate schools for educationists to encourage strong programs at the doctoral level, since such programs tend to imitate doctoral programs in other disciplines, and thus follow the precepts and rules of Ph.D.-based practices. Since such degrees do not license recipients to do anything at all, the "graduate education" faculties can enjoy academic inclusion in the same cultural contexts as older discipline-based doctoral programs. They can also feel more kinship with the institutionalization of the arts-and-sciences/humanities-based traditions that form the bedrock of the comprehensive American university ethos. Thus, rather than identifying with their colleagues in the professional schools, the graduate education

faculty have tended to treat schools of education as just applied social science academies with conventional undergraduate/graduate compartments, and they have tended to shape faculty behavior similarly.

To a large extent, it was precisely this "instructional culture" anomaly that provoked the interest of Dr. Harry Judge, a professor in a British university, who was commissioned by the Ford Foundation to conduct an informal study of American graduate schools of education (1982). Judge's principal impression was that the institutions he visited were far too removed from the reality of educational practice. Further, Judge felt they seemed to have no real connection to that world either in terms of its value to them or as any significant source of motivation to contribute to its improvement.

At about the same time as Judge's work made its mark, both Stanford University and the University of California (Berkeley) admonished their schools of education to redirect their efforts toward more involvement with the field of practice. Internal analyses at these institutions had recognized this same "growing aloofness" from the world of practice. Whether in fact very much has come from either of those notable initiatives is yet to be seen. Nevertheless, the overriding message will not be clearly heeded unless the structure of education colleges is "professionalized." So long as the general institutional culture itself reinforces conformity to the traditional academic role expectations of the professoriate (as defined by the arts-and-sciences paradigm), so-called graduate schools of education will continue to remain aloof from practice. Further, most of them will exert even more effort toward strengthening their right-to-belong to that older academic tradition for, within that context, what choice do they have? It is not unreasonable to predict, therefore, that schools of education that lack strong commitment to professional

personnel preparation (except at doctoral levels) and that exercise only an "oversight" style in regard to teacher education itself, will fade as important centers of educational programming. The winds of change blow too strongly against them. A few will certainly survive and probably brilliantly, but most of them--like most of the small undergraduate schools--will not survive.*

Institutions where the emphasis is almost entirely at the graduate level are as at risk as those whose commitment is singularly targeted only at the "undergraduate" level. The fundamental reconstitution of effective educational personnel development cannot be restricted within this dichotomized pattern and expect anything like long-term, marketable academic survival in this increasingly competitive field.

In the future, it will be the institutions that have the capacity and the commitment to develop integrated professional programs that will most likely be regarded as the "great" places. These will likely be the institutions that have provided significant leadership in teacher education across a number of years, and have shown a strong commitment to nurturing this still-emerging profession. These will be the institutions that have learned there is much to be gained from knowledge production, but also are committed to an integrated academic enterprise aimed at the improvement of practice. In other words, these institutions will more easily overcome old traditions that have tended to embed education curricula into the undergraduate/graduate dichotomy. They will be more hospitable to the emergence of a truly "professional" and holistic

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*To some extent, this assertion is supported by Hendrik Gideonse, In Search of More Effective Service, Rosenthall 1983, see "Memo Four," pp. 70-75.

set of programs aimed at the preparation of teachers and conducting R & D activities that are intricately linked to teaching practice.

In summary, the development of professional programs means there will be thoughtful and systematic integration of preparation at ascending levels of complexity and rigor. It means that there will be similar respect and appropriate rewards for all members of a professional faculty, whether they choose to be identified with knowledge production or knowledge utilization. It also means that those who engage in the hard work of clinical preceptorship will be equally valued with those whose interests and contributions lie in the more esoteric research about the pedagogical encounter. Finally, it means that those who are admitted to such programs at either the highest or the lowest entry levels are the best that the system has to offer.

The Issue of Proliferation--One More Time

It is not likely that very small institutions can achieve such programs without extraordinary commitments of resources and staff. By the same token, so-called comprehensive universities unwilling to recognize that the future demands a comprehensive professional education program will also fade. Nor will those programs survive that have set out to become something other than purely education. The reference here is to those programs that have their origins in education, but have become broader and more socially institutionalized. Examples are such fields as "counseling psychology," "community health," and a number of other kinds of human services that, in the recent past, seemed to promise new markets for the kind of applied educational expertise of which SCDE's seemed to have a surplus.

There are probably no more than 200 institutions in this country that have the capacity and the willingness to attempt this kind of academic

redevelopment. They are not all large, comprehensive universities, although those are the places that have the best chance for pulling it off. Moreover, those institutions that do develop such programs will confront the reality that they will be in a distinctly unfavorable market with reference to competition in the field.

When considering the scope and cultural character of our massive public school system, it seems reasonable to presume that there will always be some weak programs for teacher training and that variations in licensure requirements among the states will include some superficial patterns, such as the one being proposed currently in New Jersey. But be that as it may, excellent programs will continue to prosper simply because they will be better than anything else that is available, and although it may surely require some time for that intelligence to be broadly acknowledged, it will be.

There were three additional assumptions mentioned earlier in this paper as also being germaine to the rationale presented; in the following comments, these will be briefly discussed. Since these ideas are also included in the prototypical models provided toward the end of this paper, only certain aspects of these assumptions will be discussed here.

Utilizing the Practitioners

Any revision in teacher education programs, whether large or small, should require greater involvement of those practicing teachers who are acknowledged as effective. Programs must insure that such teachers enjoy more active and influential roles in all aspects of the preservice curriculum.

There was a time when almost all teacher training, including student teaching, was within the control and jurisdiction of the collegiate program. Institutions at that time universally managed full-scale laboratory or training

schools that provided clinical experiences for teacher-education students, along with a research environment and a kind of demonstration center for exemplary teaching technique. As the demand for teachers increased after World War II, these generally small and selective training schools could not produce the number of teachers required. Universities, confronted by increasing costs, decided that the maintenance and support of these schools were prohibitive. In addition, such schools had been captured by special interests and had become too much like parochially academic prep schools catering to a selective student body. The "research" produced at these schools was viewed as being based in biased populations and thus not generalizable. Consequently, for these and other reasons, "lab schools" began to disappear.

Thus, SCDE's increasingly entered into agreements with public schools to provide on-the-job supervision, and this state of affairs seemed more satisfactory to all concerned. But experience has shown that it has not been effective for a variety of reasons. For instance, those whose responsibility it is to provide the supervised training are not typically selected by the teacher-training institution. Also, such "clinic teachers" are not very well rewarded for it; and they are not made to feel that they are an important part of the academic enterprise. In too many cases, not enough care and thought is devoted to the placement and training of those student teachers who have to participate. Moreover, as has been previously suggested, the significantly increased costs to the SCDE's for carrying out these decentralized and more dispersed, supervisory aspects of training has not been compensated. On the contrary, as the "training schools" were eliminated, many SCDE's confronted budget reductions almost exactly equal to their previous training school costs.

As new programs are now being formulated, the role of the supervising teacher, and other relationships with participating school systems are claiming more attention. Ironically, some of the ideas being formulated are reminiscent of a time when the professional staff of the "lab schools" was subject to many of the same expectations as other SCDE faculty. Then as now, the nature of the academic "status" system relegated such persons to lower places in the hierarchy, but they did enjoy most of the privileges of inclusion in the academic family.

In turning once more to the subject of finding the best teachers available for supervision of student interns, it must be concluded that there must be more systematic procedures involved in their selection. Finally, these teachers must be more deliberately and organizationally involved in decisions and activities that help define the professional teacher-education curriculum.

The period of student-teaching will remain the most important phase of training. It will be most effective when there is more collaboration and communication between the academy and the field. In the following models the role of the practitioner/supervisor will be further elaborated.

The Extended Training Period

There simply can be no question that a truly effective, professionally redesigned teacher education curriculum will necessitate a five-year training period as a minimum; six years would be better. There is too much to know and too much that is mandated by law and social values to accomplish in any less time. Public schools can no longer be places where only the intellect is sharpened and where the more advantaged gain the discipline they will need later on, while their future employees do not. There have been obvious

negative consequences. Schools are places where some young people, even in the elementary grades, would rather not be. Sometimes schools are even mindless and uncaring places where only an incisive and professionally trained teacher can make any enormous difference--places where children are sent rather than where they want to go, and where children are engaged in an increasingly anxious process merely to endure the logistics of getting there, getting through the day, and getting home again. Whatever "schooling" really is in contemporary life, too small a fraction of it is devoted to intellectual and emotional growth. Today's teachers, therefore, need to know so much more than all there is to know about some subject. It is nonsense to presume that all of the needed knowledge can be gained in a traditional four-year curriculum. Certainly most of it cannot be mastered in that time period. To paraphrase Disraeli, it is easier to be a teacher than to become one. Thus, effective preservice teacher education programs in the future must aim to provide their novice professionals with a capacity for becoming. At the very least, five years is needed. It is well established in the teaching literature that there is much more content matter to be mastered by a beginning teacher today than in 1930. A professionally competent teacher in the '90s will need a great deal more than a 40 semester-hour content major or a 36 semester-hour concentration in professional content; he or she will need an integrated and academically well-organized immersion in both.

The Extended Program and the Issue of Remuneration

Probably the most telling question raised, whenever it is proposed that the length of preparation should be increased, has to do with an old common sense equation: $\frac{\text{Effort required}}{\text{Reward expected}}$

The "fraction" questions why anyone would voluntarily elect to engage in an extended program of five or six years when (1) the average beginning salary of any teacher is only about $15,000 and (2) there is such a wide choice of far less rigorous options. (That is, many hundreds of accessible and not terribly challenging four-year programs and some avenues to licensure that require no professional education course work at all.)

Obviously, such a question reflects realities in the general market pattern for beginning teachers, and given a whole host of qualified concerns there is, indeed, a terribly compelling element of common sense which undergirds this practical viewpoint.

Consider: We are still producing many more teachers in many teaching fields than the market can absorb. It is a simple fact of life that in far too many school systems, unless one has a local address or knows someone who has some "pull" or can get some kind of "out-of-field" authorization, one's chances for a teaching post remain rather remote. Under such circumstances, it does not matter much whether one completed a program at an institution acknowledged as the best or the worst; the chances for a teaching position are still dependent on sociological and political considerations. How widespread is this state of affairs? Perhaps it is not pervasive. The demand for teachers is very uneven around the nation. In Texas, for example, there is already a critical shortage and with an additional 20,000 live births in 1984, that state will need 1,000 new first-grade teachers in 1990. Add to that the impact of some teacher-testing initiatives (as in Arkansas where those who do not pass the test will not be re-certified) and there is an additional source of demand involved. But the parochial situation described above occurs too frequently in these times and is unlikely to change soon. So, why should a

person pursue a five- or six-year program to enter such a "semi-profession" with the small beginning salary that is currently the norm?

There is no immediately satisfying and convincing answer to such questions. But the logical response has to be that the initiation of more rigorous, professionally integrated programs that produce substantially better-prepared graduates will overcome those other competitive factors. Such programs will have to give more serious attention and greater resources to placement procedures for graduates, and seek out better positions than might otherwise be the case. There is just no question about that. But in the final analysis, one must be persuaded by the kind of presumption that guided the University of Florida's faculty in designing their new program: better remuneration will come as a consequence of excellent preparation, not as the motivating factor for establishing such excellence.

TOWARD TEACHER EDUCATION PROGRAMS IN THE '90s

The following patterns of possible teacher education programs are only three of several alternatives. Other models of extended teacher education programs are discussed elsewhere in the literature of teacher education reform (see Seannell, et al, 1982). In all such program prototypes, however, there are a number of preconditions that changes in program structure and content must meet, if professionally integrated programs are going to emerge.

Essential to any consideration of such models, these preconditions need to be clearly stated and understood, for unless they are enforced, revised programs will not function effectively.

Conditional Aspects of Overall Programs

It is well established that professional teacher-education programs are composed of four major components of academic pursuit. These are:

1. General education
2. Teaching field(s) content
3. Professional studies
4. Clinical internships

In an expanded program of studies, the first two components are seen as requiring at least three years of preprofessional work in the arts and sciences. Persons interested in secondary teacher-education would be required to complete the equivalent of a major in one content area. For persons interested in elementary school teaching, this requirement could be adjusted to specify four areas of concentration, each composed of 12 semester hours. These areas could include such fields as language and literature, social studies, math and science, and basic sociology/psychology.

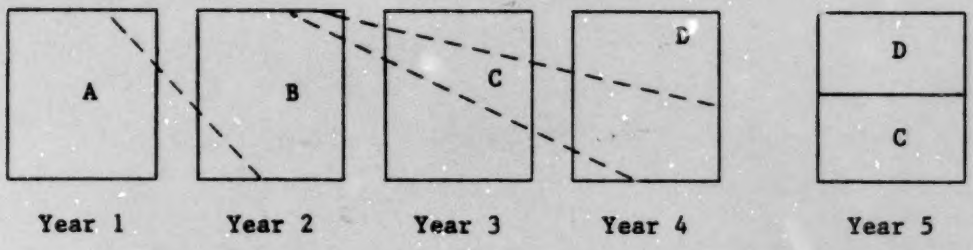
Other preconditions for admittance into the teacher-education program would include successful performance on some established teacher-education qualification examination, and a specified overall grade-point average, probably the equivalent of a "B."

The overall program in teacher education would thus consist of three years of study in general education and teaching field content, one year of study in educational/professional foundations, and one full year of clinical internship.

The 4 + 1 Pattern

There are a variety of ways to construct a five-year teacher-education program. The common trend in most of the programs in operation (or being planned) involves a four-year basic program with an add-on full year of internship. Such programs significantly expand the potential for additional depth and breadth in content areas (arts and sciences), as well as in the professional education field, but the primary difference is in the full year of student-teaching. In most other aspects of the academic program, the general pattern of course work and exposure to the professional knowledge base is not much changed from traditional programs.

As has been pointed out previously in this paper, it is this 4 + 1 pattern that is most likely to prevail in the '90s as teacher education reform accelerates. Such a pattern is illustrated in the following diagram.



A = General education
B = Teaching field(s) content
C = Professional studies
D = Clinical component (includes internship)

Figure 1*

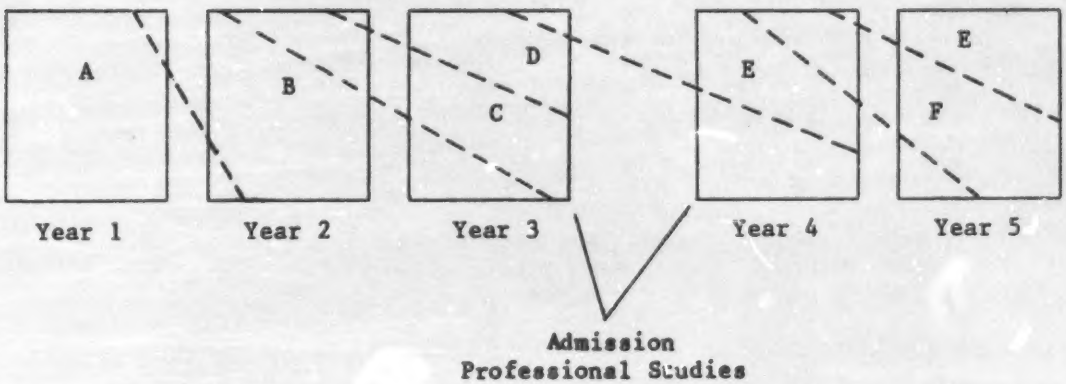
This program format culminates in a baccalaureate degree. It provides somewhat more time and attention than four-year programs to preprofessional studies and to what teacher educators refer to as "subject-specific" professional studies. The program is not greatly divergent from current four-year programs; its major distinction is one of degree rather than kind, and while it is normally presumed that there is a full year of student teaching attached, that is not necessarily the case. Some programs considering adoption of the 4 + 1 pattern are still planning less than a full year of internship. In that regard it is important to emphasize that the overwhelming majority of current teacher-education programs require less than a full semester of student teaching. Minimal standards for state "program approval" universally require less than a full semester, and the norm for most programs is about nine weeks.

*This diagram and those that follow are adapted from Dale Scannel, et al, "Task Force Report on Extended Programs," American Association of Colleges for Teacher Education, February 1982, pp. 10-21.

The 3 + 2 Pattern

In the 3 + 2 pattern here proposed, a more integrated and well planned sequence of curricular arrangements is possible. Moreover, such a program more easily builds in "gatekeeping" functions to insure that students proceed through the program as a class--an important aspect of the program that will be discussed later in this paper.

The following diagram suggests something of the nature of the 3 + 2 pattern.



A = General education
B = Teaching field(s) content
C = Education foundations
D = Preprofessional studies
E = Professional studies
F = Clinical component

Figure 2

In this model, the first three years are devoted primarily to general studies and fulfilling teaching field requirements. There is some opportunity and expectation--generally in the third year--for appropriate early introduction to preprofessional studies. Such studies might include courses in the

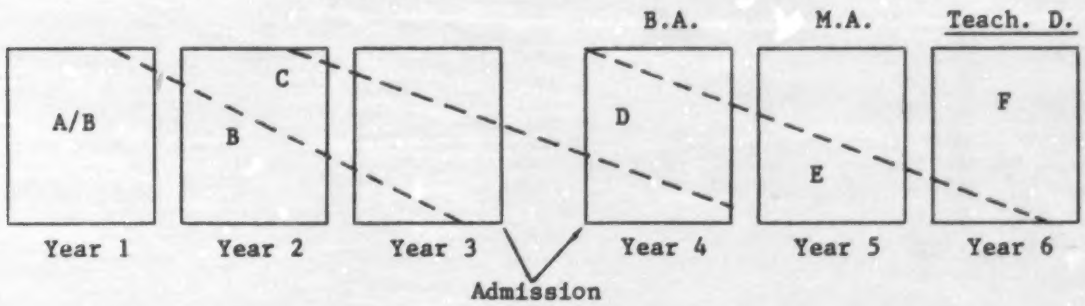
sociology of education and other "foundations" content like history, philosophy, and psychology of education. In general, though, the bulk of effort is in fulfilling the prerequisites for admission to the professional program. Under this pattern, when students are admitted to full professional study, they are essentially full-time in the education program. This circumstance is not the case under current practices; on the contrary, too many students who are classified as education majors spend little more time in the education college than in any other. Consequently, the management and monitoring of program progression, and the advisory problems for education faculty are frequently confusing and disruptive. With full-time study in the professional program, much more can be accomplished in the first professional year (fourth program year) than is remotely possible under the present, sometimes chaotic and random, pattern.

In the 3 + 2 model, the final year is a clinical or internship year. For those who feel that such an extended period in practice is more than what is needed, it should be pointed out that this clinical year would differ from current practice teaching. It would involve intensive collaboration among the collegiate clinical faculty and those practicing professionals--teachers and principals--into whose care these interns would be assigned. This means that there would be on-going "debriefings" and consistent feedback, as well as formal seminars provided for the interns.

A 3 + 2 type of program could result in either a five-year baccalaureate or a master's degree depending on the particular institution and its internal policies. Preferably, such a program would result in the M.A.T.

The Six-Year Teaching Doctorate Program

The ideal teacher-education program for the future ought to encompass six full years of training and should culminate in a Teaching Doctorate (Teach. D.), which would be similar in many respects to the J.D. in law and the Pharm. D. in pharmacy. These would be professional rather than academic degrees, and those who would want to pursue careers in universities would be expected to go on for the Ph.D. or the Ed.D., either of which reflect the more substantive kind of academic doctoral work that has become the standard for university faculty appointments. Still, the effort required to complete a six-year professional program would be rewarded with a commensurate degree. The six-year program is diagramed as follows:



A = General education
B = Teacher field(s)
C = Education foundations
D = Professional studies (full-time)
E = Clinical component
F = Post-clinical seminar and project year

Figure 3

In this model, there is a final "seminar/project" year in which candidates for the professional "Teach. D." degree engage in four major seminars during the first half of the final year, and produce a "study-in-depth" during its second half.

The four seminars should be devoted to such important areas as (for examples):

(1) teaching and the law;

(2) the teacher and school organizational issues;

(3) teachers and their relationship to the public; and

(4) teaching and the sociology of the school.

These examples are only illustrative; the nature and content of the four intensive long-term seminars could be whatever seems most appropriate to the faculty whose responsibility it is to determine them. In some cases the topics of these semester-long seminars might reflect whatever is of the most contemporary concern. The suggestions made here are general ones and suggest that there are four major interests that seem perennial--the increasing need for teachers to be more acutely informed about legalistic/organizational/authority concerns including, of course, the patterns of liability to which they will most surely be subject; the critical need for practicing teachers to have a more incisive appreciation for problems of administrative management; obvious concerns about the increasingly fragile relationship between schools and their communities; and finally, more research-based information about the general sociocultural aspects of schools as institutions. It may be argued that such content could easily be provided within the proposed five-year programs. The presumption here is that at advanced levels, such content can be more seriously and more effectively treated.

The "study-in-depth" would require an effort comparable at least to a master's thesis. While it would not necessarily be a research paper in the usual sense of that idea, it would incorporate fundamental aspects of the concept of <u>inquiry</u>. In this way the distinction would be made between

teaching as a professional concern and teaching as a "performing art." This particular view of inquiry has been articulated by Gideonse (1983) who has suggested that it is not our programmatic purposes that must change, but our assumptions. In that regard, he said:

> The new assumptions proposed for consideration are:
>
> 1. In preparing professionals and in undertaking instruction, educators ought always to act on knowledge about teaching and learning.
>
> 2. Systematic and reflective inquiry ought to become the underlying professional frame of mind that guides teachers, administrators, teacher educators, and policy officials in the daily conduct of their responsibilities.
>
> 3. The products of inquiry required for more effective service are practical and immediate, as well as theoretical and conceptual. They include the rationales connecting recommended courses of action to intended outcomes, as well as the invention of techniques, materials, and prescriptions designed to achieve those outcomes.

These assumptions reflect the ideological-conceptual framework within which the objectives of the final half of the last year in the 3 + 3 program would be pursued. The resulting intensely-trained professionals would enter the field of practice, not only well-prepared for the traditional teaching role, but also more capable of treating their work in a totally different context than any that have ever gone before them. They would enter as analytical and articulate participants in an inquiry-based <u>developmental</u> process that holds as its functional objective, "...to design, construct, and then test materials, techniques, organizational structures, equipment, and the like intended to carry out or achieve instructional or educational functions or objectives" (Gideonse, 1983, p. 42).

The Importance of Logistics

There is an important factor related to the logistics of admission and program pursuit that is easily overlooked in the process of curriculum development. In each of these facsimile programs, a fundamental assumption is that those who meet admissions criteria come in as a class and pursue their studies as full-time students. When students come in as a class, they develop a special institutional relationship that is impossible otherwise; they identify as a class, they behave as a class, and they share each others' successes and failures as a class. This is a phenomenon that sociologists refer to as "we feeling" and its importance is vital. But equally important, when such students spend the bulk of their time in the professional program, there is an enormous advantage in managing the instructional environment. This has not been possible in traditional teacher-education programs, because the general pattern by which persons come into professional preparation is too random and organizationally chaotic. If nothing else were possible in a redesigned teacher-education program, admitting students in a body and as a class would by itself make for a more effective professional program. This factor cannot be overemphasized.

Working with the Field: An Additional Important Note

It has been repeatedly emphasized in this paper that a key to the success of restructured programs is a more deliberate and organized relationship between the college of education and practicing teachers. One way of accomplishing that purpose is to establish what could be called the "Adjunct Academy." It would work like this: By the parsimonious process of asking school district officials who their best teachers are, a pool of potential supervisors is generated. From this pool, based on some reasonable procedures, the needed

number of on-site supervising teachers is selected. These teachers are assigned status within the collegiate faculty as "adjunct academy instructors" and are accorded whatever privileges such faculty status makes realizable. It might include a variety of perquisites ranging from library privileges to football tickets at the going faculty rate, or tuition waivers, or best of all (and in addition to the rest), salary add-on's provided by the university. Such persons would be listed in the collegiate catalogs as "adjunct" staff and agreements would be worked out between college and school officials regarding loads and assignments. The nature of these selections might be such that only one or two persons in a district would be appointed, but in any case, these carefully selected supervising teachers would collectively constitute the "adjunctive academy." They would periodically meet as a group with their counterparts from the training institution to systematically participate in the decision-making process regarding such professional concerns as curriculum revisions and policy issues related not only to the internship experience but to general program critiques. In a sense, then, this "academy" notion could function similarly to the familiar notion of "visiting committees" typically used in many professional schools as an external oversight mechanism for support and leadership.

It is essential that this coterie of practitioner-professionals meets regularly--say, four times annually at least--and that it be bureaucratically and systematically built in to the general policy structure of the SCDE. Without some such organizational linkage, the essential collaborative value of such a system would not sustain over time the vitality necessary to maintain its integration as an equal piece of the professional program.

The Relationship to In-Service Education

Nothing has been said in this paper about the continuing education of teachers. Although on-going teacher education has not been a major focus of these comments, clearly, there is an important relationship between pre- and in-service training. As a matter of fact, the general pattern of programming in the past has appeared to assume that pre-occupational training and continuing education for teachers are entirely different worlds. In truth, they ought to be seen as merely different phases, or stages in competency development. Accordingly, too much of the activity associated with in-service education of teachers has been superficial. It has often utilized collegiate faculty as "one-shot" experts who zoom in and zoom out of school districts with a tightly packaged bill-of-goods--experts who have little accountability or continuing interest in whether or not the information provided is useful. The best approach to a comprehensive continuing education program for practicing teachers requires systematic planning by the school district itself and utilizes expertise from colleges and universities (or any other sources) according to that design. If such planning is thoughtfully initiated by the school district, then the expertise of collegiate personnel can be used productively. Perhaps that should go without saying, but typically the instigation of in-service activities is cavalierly and superficially treated. While there are important operational distinctions between "in-service" and "continuing" education, neither is very seriously approached in the large measure.

A notable exception is the exciting initiative that has been undertaken by the Pittsburgh Public Schools in Pennsylvania under the leadership of its dynamic superintendent, Dr. Richard Wallace. Known as the "Schenley High

School Project," this initiative requires every secondary teacher in the Pittsburgh system to spend six weeks in a specially designed high school program--a "renewal" experience--at the old Schenley High School. This initiative is too complex to describe here in any detail, but what it achieves is the rotation of all secondary teachers through a special in-service academy program in a very special school environment. It is a program that challenges every aspect of in-school teacher activity and behavior. It provides for a resident "clinical" staff; replacement teachers for those regularly-assigned teachers who have gone into the Schenley program for their six weeks; special training for principals to deal with teachers when they return to their respective schools; and a first-rate secondary school curriculum within which all personnel in the school work--ranging from several attractive "magnet" programs to the full range of other conventional secondary activities. It <u>is</u> expensive. Dr. Wallace was able to secure Ford Foundation funding and federal funds to help offset the costs. But beyond question, the Schenley Program is an example of the extent to which a school system can effectively develop comprehensive programs for continuing education if its leadership is single-minded in its pursuit (Wallace, 1984). Needless to say, the opportunities for teacher-training institutions to "buy into" that sort of program is mind-boggling but to do so, such institutions would have to operate at the pleasure of the school district and entirely on its terms. Yet, clearly, this sort of initiative is going to be increasingly common among more enlightened school districts.

SUMMARY

This set of statements is presented as a "working paper." Its purpose is to provide a rationale for the restructuring of teacher education programs, and to suggest the pattern that such programs might reflect in the near future. In pursuing this rationale, the author has taken into account the current public dissatisfaction with the overall quality of teacher education, and warned against hastily enacted alternatives that are likely to prove counterproductive over the long run.

Accordingly, the paper also proposes possible revisions in academic teacher education and characterizes what its author believes will be the trend in the future. Initially the trend will be toward five-year programs that will be little changed except for the inclusion of a longer "clinical" internship at the end of about the same curricular pattern as is currently the norm. More systematic designs for restructured teacher education programs were presented that provide for substantial programmatic changes that would lead toward authentic professionalization of the field of teaching. These models call for more involved and influential participation by practitioners, and incorporate a 3 + 2 and a 3 + 3 curricular pattern. It is the private suspicion of the writer that the general dimensions of the above described 3 + 2 program will become the more likely professional pattern among innovative programs by the middle of the 1990s and that the 3 + 3 program, leading to the Teach. D. degree (Teaching Doctorate) will evolve from the integrated five-year programs and will probably be rather common within another generation.

It was also noted in these comments that the conventional partitioning between undergraduates and graduates is a major impediment to effective reform.

It was also recognized herein that there are some initiatives currently abroad that advocate the certification of persons wanting to teach school who have had no professional preparation whatsoever, and that it is not likely that weak and inferior programs will disappear. It may well be that within another ten or fifteen years there will be a major purging of the majority of weak programs similar to the "Abraham Flexner" phenomenon which led to the professionalization and upgrading of medical education earlier in this century. But be that as it may, the genuine professionalization of the teacher education curriculum is inevitable; it will come about just as it has in the professional training patterns of the older and more prestigious professions. It will come about as those more serious and capable academic institutions begin to recognize that new programs must be structured, funded, and organized in much the same fashion as other high level pre-entry programs. But it will happen.

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